



*Ecole française de Londres
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Safeguarding children policy & child protection procedure

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Author

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Who this document applies to

This document applies to all young people under 18 at the school.

Anyone coming into contact with our young people or visiting any of the school sites must abide by this policy.

Everyone working at the school as a full time member of staff, supply teacher or volunteer has a duty to safeguard and protect our young people. They must read this policy and sign to say they agree to work to it.

Visitors to the school such as contractors and visitors must read our safeguarding statement:

Keeping young people safe is our **top concern**.

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the Head.

If you are still worried or do not feel able to share your concern with us you can:

- **Speak to Kelly Gray, the Designated Safeguarding Lead and Prevent Officer, on 020 7602 6871**
 - Contact Hammersmith & Fulham Family Services on 020 8753 6600 (Out of hours – 020 8748 8588)
- If you have a serious concern about the school that we cannot deal with, please contact Ofsted on 0300 123 4666

The definition of safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's *mental and physical* health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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“Safeguarding is everyone’s responsibility. Every student at the school has the right to live free from fear of abuse, and for the adults in their lives, at home, in the community and at the school, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and school leaders will respond if they are worried about a child.” Kelly Gray, DSL

Who's Who?

Kelly Gray is the Designated Safeguarding Lead for the school and leads the safeguarding team. This means she has lead responsibility for child protection in the school, helping staff identify and report concerns about children, monitoring the progress of individual children and ensuring training and policy commitments are up to date. There is more information about this in [Appendix B](#) – The Designated Safeguarding Lead.

Sylvie Wanin is the Deputy Safeguarding Lead and Head Teacher.

If you have a concern about a child, you **must** speak to one of the safeguarding team for advice. They can be contacted throughout term time on 020 7602 6871.

Complaints

As well as talking to or emailing the staff above, young people or parents can make a complaint about something they have seen at the school. Please see our [complaints policy](#) on our website for more details.



Our mission

As a French school in London, we aim to ‘promote a friendly, familial atmosphere; to provide a harmonious educational experience based on the official French programmes, whilst remaining open to the culture of the United Kingdom’. Jacques Prévert is committed

to safeguarding and promoting the welfare of all pupils and expects all staff, supply teachers and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Principles

1. We **always** act in the best interests of each child.
2. We **listen** to any communication from young people or parents and always take concerns seriously.
3. We acknowledge there are **risks** to the young people in our care. Without proper care and vigilance abuse or neglect of young people
4. We acknowledge it could happen at Jacques Prévert . We talk about these risks with young people, staff and parents and together plan carefully to keep them safe.
5. We recognise that young people take more risks as they grow and develop. We will support them to take managed risks so that they can achieve their **hopes and goals**. We are aspirational for and with young people.
6. People **must** act if they are worried about a young person, and keep acting until they believe the young person is safe.
7. We are **open** in our decisions, and let parents and local authorities know about concerns.
8. We make it easy to raise a concern, and **anyone** raising concerns will be kept safe.

We adopt an, 'It could happen here' whole school safeguarding culture where we listen to our children and take all concerns very seriously.

Valuing diversity

Difference is central to our strength as a people. We promote inclusive behaviours that empower children to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies to consider how hurtful behaviour or comments affect children and take action accordingly. If staff or volunteers behave in a way that discriminates against particular groups, we will take action to rectify things and consider whether this is a breach of our Code of Conduct.

What to do if you're worried about a child at the school

Parents, visitors, staff (including supply) and
volunteers

Our safeguarding team

If the child is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary call the Police on 999 or Hammersmith & Fulham on 020 8753 6600

Speak to the Designated Safeguarding Lead, Kelly Gray

If you are concerned about **staff behaviour** **contact the DSL** directly on 020 76026871

Assess the level of risk using the Hammersmith & Fulham Threshold of Needs Guide.
For Level 1 & 2 needs, talk to the parents, the relevant Form Teacher and provide support.

For other concerns **speak to your Form teacher**

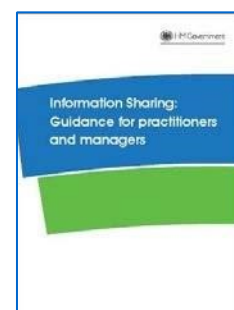
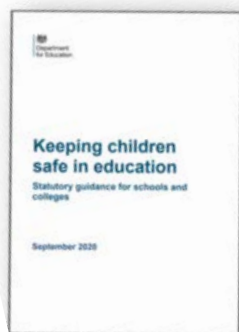
For Level 3 & 4 needs, contact parents (unless this would increase the risk). Seek consent to involve other agencies, as explained in the threshold of needs guide.

If **you do not hear**, or you remain concerned, please speak to Kelly Gray, DSL or Sylvie Wanin, the Head.

Monitor progress for the child.
Unless it will increase the risk to the child make contact with the referrer, parent and any staff who need to know to let them know what is happening and what to do.

All staff, supply teachers, volunteers & visitors have a duty to act to protect children

If you still have a concern after following these procedures please speak to Kelly Gray or Delphine Gray, or follow our Whistleblowing Policy.



The law

It's important every agency knows what to do if they are worried about a child. We follow the above national guidance so we are clear what to expect and can explain this to children and families. Where there are specific risks we will access other specific guidance – please see a full list in Appendix B.

'Safeguarding & promoting welfare' of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

'Child protection' procedures are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 1989).

Safeguarding in Hammersmith & Fulham

We work within the [London Child Protection Procedures](#) and our [local safeguarding children board](#) which has specific procedures on:

- [Child Sexual Exploitation](#)
- [E Safety](#)
- [Female Genital Mutilation](#)
- [Harmful Practices](#)
- [Information for Schools](#)
- [LADO Managing Allegations](#)
- [Modern Slavery](#)
- [Neglect Campaign with NSPCC](#)
- [Private Fostering](#)
- [Violence Against Women \(VAWG\)](#)
- [i-Hop Information Hub](#)

Hammersmith & Fulham have a [Family Services Team](#) who provide the first response prior to referral to the [Tri-Borough Multi Agency Safeguarding Hub](#). Where there is cause for concern about a young person at the school we will contact Hammersmith & Fulham by phone on **020 8753 6600 (Out of hours – 020 8748 8588)**.

Identifying abuse & neglect

Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. Sometimes they tell us about abuse. More often they don’t.

We recognise the potential vulnerability with many of our young people living away from the country of their birth. We take steps to be extra careful, such as training all our staff in anti-radicalisation (Prevent), knowing what to look for and what to do if they are worried. We also work with young people to ensure they develop positive, enjoyable and respectful relationships as they grow up. Where there are serious concerns, we always involve others such as parents, health staff, police or social workers.

“Think Family”

There are four categories of abuse defined in Working Together and accompanying indicators, which, if observed, should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns. Assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Familial and extra-familial safeguarding helps focus on the fact that young people experience harm within and beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these extra-familial contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.

“Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts.”

Physical abuse	Sexual abuse	Emotional abuse	Neglect
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Staff must be familiar with each form of abuse and what to look for. These are listed in Appendix A.

Young people are abused or neglected in a range of situations. There is specific guidance about the following situations, also in Appendix A:

Children missing from education
Domestic violence and abuse
Physical intervention and restraint
Bullying
Peer on peer/child on child abuse, sexual violence and sexual harassment, including upskirting
Racist incidents
Forced Marriages & Honour Based Violence Sexting
Child Sexual Exploitation
Child criminal exploitation
County lines
Female Genital Mutilation
Trafficking and exploitation
Preventing radicalisation
Online or internet use and sexting
Photography & images
Children and the court system
Children with family members in prison



If young people raise a concern...

Always take young people seriously, listen carefully and report this to the safeguarding team.

Do...

- Listen and accept
- Try not to interrupt
- Reassure them that they have done the right thing by telling you
- Explain what you are going to do next
- Make accurate notes using all the child's words as soon as possible and transfer to My Concern without delay
- Inform your DSL and Head Teacher

Don't

- * Don't promise confidentiality
- * Don't investigate
- * Don't use leading questions
- * Don't ask the child to repeat the disclosure over and over

How should I respond?

Parents & young people:

If you have a concern about your child or another child at the school, please make contact with your DSL, who will listen to your concerns, take these seriously and ensure you receive a response. You can contact the safeguarding team on 020 7602 6871. If you are still not satisfied you can contact Sylvie Wanin (Head), Hammersmith & Fulham's duty team (020 8753 6600) or if necessary Ofsted (0300 123 4666).

School staff, Supply Teachers & volunteers

Every member of staff has a duty to act to keep young people safe. Failure to act on a concern could lead to disciplinary action.

Concerns about the behaviour of staff must be taken directly to the Head, Sylvie Wanin.

Other concerns about young people should be taken to the Designated Safeguarding Lead, Kelly Gray or the Deputy, Sylvie Wanin. They will take the lead in ensuring the concern is explored and must let you know what happens. We wish anyone with concerns to contact the DSL first.

If you are still concerned after taking a concern to the DSL and Head Teacher, you must follow the [escalation process](#) until you are not worried anymore.

How do I tell if a young person is at risk of abuse or neglect?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk with the safeguarding team about the risk, where it may be decided to involve other agencies. Use the definitions of abuse or neglect in this document.

Some of the key issues affecting our young people are set out in [Appendix A](#). More detailed guidance on specific issues is available in the London Child Protection Procedures (www.londoncp.co.uk).



Information Sharing

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Information sharing advice for practitioners, July 2018

Sharing information internally

Legally, we must share information within the school on a 'need to know basis', so that everyone who needs to know information to keep young people safe and help them develop does know.

When we are worried about a child it is essential we record the concern and inform the designated safeguarding lead promptly.

Some information within the school will be restricted, for example where there is an allegation about a member of staff, the DSL and Head will decide who will lead on the concern and contact other agencies. Where the detail of information is particularly sensitive this can be restricted, for example the details of sexual abuse or a young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.

KCSiE 2020 has highlighted the role that schools play in detecting possible problems and supporting good mental wellbeing. At Jacques Prévert, we do everything we can to prevent the impairment of children's mental (as well as physical) health and development. All staff are aware that mental health problems can be an indication of abuse, neglect or exploitation.

While we recognise that only professionals should diagnose mental health problems, staff at Jacques Prévert are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. In the event of any mental health concerns which are *also* safeguarding concerns, Staff should immediately raise them with the Designated Safeguarding Lead (DSL) or deputy, and follow Jacques Prévert's child protection policy.



Sharing information with other agencies:

Where a significant issue arises, the safeguarding team will ensure the parent is contacted within 24 hours and alert the local authority immediately or as required.

We follow the 7 Golden Rules [Information Sharing advice for Practitioners, July 2018](#)

1. The General Data Protection Regulation (GDPR), the Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. We will be open and honest with individuals (and/or family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice from other practitioners (e.g. MASH) if in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. We share information with informed consent where appropriate and, if possible, respect the wishes of those who do not consent to share confidential information. Under the GDPR and Data Protection Act 2018 we still share information without consent if, in our judgement, there is good reason to do so, e.g. where safety may be at risk. We base judgements on the facts of the case. We are clear why we share or request personal information from someone. We remain mindful that individuals might not expect information to be shared, even with consent.
5. We consider safety and well-being and base our information-sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: we ensure information we share is necessary for the purpose for which we are sharing it, is shared only with individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. We keep records of our decision to share (or not to share) and the reasons for it. We record what we have shared, with whom and for what purpose.

What to do if you are still worried...

The school has an internal escalation process, and links with the [Hammersmith and Fulham Borough Local Safeguarding Children Board escalation policy](#).

Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore.



Every member of staff must follow this process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed and a particular person is unavailable you may move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We **always** listen to concerns raised by young people, families, staff, visitors or other organisations. The whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly. The prescribed organisation for safeguarding children and whistleblowing is the NSPCC: **0800 028 0285** or help@nspcc.org.uk.

Safer Recruitment

We do our best to ensure we employ 'safe staff' and directors by following the guidance given by the [London Child Protection Procedure on Safer Recruitment](#) and our individual procedures. Safer recruitment means that all applicants will:

- understand their duties to safeguard young people from the outset through the advertisement and in their job description
- complete and sign an application form which includes a full education and employment history (with explanations for any gaps)
- provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with young people (the last child care employer if they have one) and one who has known the candidate for at least 5 years (character reference).

- d) references should also be sought for internal candidates, requested from a senior person and if electronic, checked to ensure they originate from a legitimate source.
- e) provide evidence of identity and qualifications
- f) be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- g) provide evidence of their right to work in the UK
- h) be interviewed by a panel of at least two people testing skills and abilities with value based questions against the job description including at least one person with safer recruitment training. At least one member of the panel will have completed safer recruitment training.
- i) ensure that recruitment documentation will state its commitment to safeguard young people

We also verify the candidate's mental and physical fitness to carry out their work responsibilities. All new members of staff will undergo face to face induction training which includes familiarisation with the safeguarding policies and procedures and support to identify their child protection training needs. All staff will sign to confirm that they have read and understood the safeguarding policies and procedures and have attended or will attend relevant training. All staff involved in recruitment are Safer Recruitment trained.

Agency

We obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with young people at the school will be assessed based on the young people's needs.

Appointment of Trustees/Directors

The Bursar will obtain the following from the new potential Trustee/Director before their appointment is confirmed:

1. An enhanced DBS certificate;
2. If the Director will be undertaking a regulated activity, a barred list check;
3. Evidence of their entitlement to work in the UK, where relevant;
4. Confirmation that they are not disqualified from acting as a Charity Trustee or Company Director, for example by virtue of an undischarged bankruptcy;
5. Evidence that the Director has not been prohibited from participating in the management of independent schools;
6. If the new Director is also to be appointed as a Company Director, a completed Form AP01 will be sent to Companies House to register the appointment.

The Bursar maintains records of recruitment checks undertaken and the overall record is signed by the Designated Safeguarding Lead and Safeguarding Director regularly.

Supporting staff at the school

Code of conduct

We have published a code of conduct which sets out expectations of staff around appropriate boundaries and staff keeping themselves safe – staff sign to say they have read this document.

Emotional support

Having to deal with a situation where a young person has experienced harm can be stressful and upsetting. We will support staff in a variety of ways, including a debrief with the DSL and/or Head Teacher. Where necessary confidential counselling services and additional resources will be sought.

Supervision

Staff involved in working directly with young people, or supervising staff who do, will receive regular supervision. This supervision will be half-termly and will provide a space for the staff member to talk about issues which they are facing in the work environment, thoughts that they have in terms of developing the service that is provided to the young people and discuss the emotional impact of the role as well as any other issues that they consider relevant.

Supervision will also be used to reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required.



Concerns and allegations about staff

Staff should take care not to place themselves in a vulnerable position with a young person. While staff are friendly with young people, they do not become friends. No staff member will share their personal details with young people, have on-going contact or relationships with young people outside of school (including social networking) and accept or give significant gifts. Staff must adhere to the risk assessment for lone working. Any member of staff who is unsure should seek advice from the Head. All staff understand that a

young person may make an allegation against a member of staff. Any such concern will be reported directly to the Head.

Where it is alleged current staff (including supply teachers and volunteers) may have

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children;
- or behaved in a way that puts our young children at risk action will be taken.

Where staff highlight a safeguarding issue they must receive feedback on what has been done and how the child is safer as a result. Where there is an allegation about staff this information may be much more restricted but should still contain sufficient detail to assure the staff member that the perceived risk to the child is reduced.

If the allegation concerns the Head, staff will immediately inform the Chair of the Board without notifying the Head first.

We will [make a barring referral to the DBS](#) should an allegation made against a member of staff be upheld. Allegations about prior members of staff or historic allegations will be referred to the police.

Whistleblowing staff occupy a vital position in promoting good practice and professional conduct throughout the organisation. We recognise that staff are committed to providing a high standard of service and that young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead or the [LSCB designated officer](#).

If a member of staff notices anything that gives them cause for concern it is vital that this is raised.

Acting upon staff concerns is fundamental in order to ensure good practice and support for staff.

Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation.

We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms.

Whistleblowing includes raising and passing on concerns about any of the following: a)

Poor standards of service

b) Issues of bad practice

c) The conduct of colleagues

d) Anything which is not in the best interest of the young person or Jacques Prévert

e) Anything which is illegal or unacceptable behaviour.

Supply teachers may pose a risk of harm to children, even though they are not directly employed by Jacques Prévert and the disciplinary procedures do not fully apply to them.

At Jacques Prévert , we deal with allegations against supply teachers properly and never decide to cease using a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. We aim always to use supply teachers who are known to the school and familiar to pupils. However, when this is not the case, and in the event of an alleged incident, staff who supervise, direct and control supply teachers whilst they are working at a school –will discuss with the agency whether it is appropriate to suspend or redeploy the supply teacher whilst investigating the allegation. In this event, Jacques Prévert will inform the supply agency of its process for managing allegations, and agencies should be fully involved and co-operate with the LADO’s enquiries. In such cases, Jacques Prévert will handle the allegation as they are best placed to collect facts and information required for the referral process .

The DSL ensures relevant policies and procedures include references to supply teachers and how allegations against them will be handled. Existing and new supply teachers are made aware of the relevant policies and procedures, as well as existing staff who manage allegations. Supply agencies used will be made aware of any changes and appropriately trained on how to be involved in the process, including how to co-operate with the LADO’s enquiries.

Jacques Prévert ’s governing board, the Comité de Gestion plays an important role in holding the school to account and ensuring a robust safeguarding approach.

Staff training

This strategy has been devised drawing on requirements in Keeping Children Safe in Education 2020.

Principles

The **Designated Safeguarding Lead** will ensure all staff, supply teachers and volunteers have Safeguarding training relevant to their role. At Jacques Prévert, we see Safeguarding training as an on-going process and the Safeguarding Team will ensure there are safeguarding and child protection updates on a regular basis and as soon as changes to policy occur.

Job Roles at the school

We have aligned all job roles at the Jacques Prévert to the groupings set by the Borough Safeguarding Children Board and set out the training requirements (see Appendix C).

Requirements for staff undertaking supervision, interview panels and other particular roles are also listed here.

New staff

The **Head** sends the appointment letter to new staff with links to [Keeping children Safe in Education September 2020](#) with a requirement this is read and understood before they start work. On the first day of work or prior to starting, wherever possible, the Designated Safeguarding Lead (or deputy) will:

- talk about Keeping Children Safe in Education 2020 with opportunity for questions,
- introduce them to the school Safeguarding Children Policy and pathways for raising concern and
- ensure they know what to do if worried about a child
- ensure staff are aware of the school’s pupil behaviour policy

- ensure staff are aware of the school's safeguarding response to children who go missing from education.

At the probationary review new staff will be explicitly asked about any concerns they have for young people at the school and any other safeguarding issues they have identified.

Agency staff

Agency staff working at the school for a month or more will be required to meet the same standards as permanent staff.

Agency staff working for less than one month must read [Part I of Keeping children Safe in Education September 2020](#). Their agency must provide written assurance the member of staff has Safeguarding training to the appropriate level for the role in the relevant time period (see Appendix C).

Appendix A – definitions of abuse, neglect and specific situations

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on young people. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people. Sexual violence and sexual harassment can indeed occur between two children of any age and sex, or through a group of children sexually assaulting or sexually harassing a single child or group of children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Who might abuse young people?

Whilst most abuse happens in the home, often from the parent who has most contact with the child, anyone who has a position of power can abuse young people.

Young people may also be targeted online, perhaps because of their vulnerability or because they are offered rewards or money.

This can also happen in their local community.

Another common source of abuse is from siblings or peers. We take care not to minimise peer on peer/child on child abuse simply because it happens between young people. Young people can physically, sexually or emotionally abuse one another for example through serious bullying, social exclusion, exploitation, sexual assault, upskirting and harassment or domestic violence.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE occur where a power imbalance is used to coerce, manipulate or deceive a child into sexual or criminal activity. Staff are aware of CSE and CCE as forms of abuse and are alert to them. Staff are trained on CSE and CCE as part of the regular Level 2 Safeguarding training.

Indicators of abuse

Physical signs define some type of abuse, for example, bruising, bleeding or broken bones

A child who has been abused or neglected may: resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The definition of physical signs is complicated, as young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to the Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

- a) Have bruises, bleeding, burns, fractures or other injuries

- b) Show signs of pain or discomfort
- c) Keep arms or legs covered, even in warm weather
- d) Be concerned about changing for PE, swimming or in the residential areas for bathing/ bed
- e) Look unkempt and uncared for – present as smelly
- f) Change their eating habits
- g) Have difficulty in making or sustaining friendships
- h) Appear fearful
- i) Be reckless with regard to their own or others' safety
- j) Self-harm
- k) Frequently miss school or arrive late
- l) Show signs of not wanting to go home
- m) Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- n) Challenge authority
- o) Become disinterested in school work
- p) Be constantly tired or preoccupied
- q) Be wary of physical contact
- r) Be involved in, or particularly knowledgeable about, drugs or alcohol
- s) Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide how to proceed.



Specific issues

Safeguarding Children with Special Education Needs and Disabilities

Staff must make sure that children with SEN and disabilities have access to greater availability of mentoring and support. There is indeed a concern that on occasions, for children with SEN and disabilities, their SEN or disability needs are seen first and the potential for abuse second. If children are behaving in particular ways or looking distressed or their behaviour or demeanour is different from in the past, it needs to be borne in mind that this may be indicative of or a sign of the potential for abuse and to not simply see it as part of their disability or their special educational needs. Children with SEND have a higher risk of being left out, of being isolated from their peers and they are disproportionately affected by bullying.

Staff must respond if they identify any of the following:

a) **Domestic Violence and Abuse** We recognise that Domestic Violence and Abuse (DVA) has a significant impact on a child's development and emotional wellbeing and should always lead to a child protection referral through the safeguarding team to MASH / MARAC / Police.

DVA is very widespread and where staff have concerns for other staff members they should talk to their supervisor.

b) **Physical Intervention and restraint** Staff must read the Staff Behaviour Policy (Code of Conduct) and understand how to work with young people in a person centred way and learn to analyse the child's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Staff must only ever use physical restraint as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimum force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of a nature which causes injury or distress to a child may be considered a disciplinary matter.

c) **Bullying**

While bullying between young people is not a separate category of abuse it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying including cyber bullying and prejudice based bullying should be reported and will be managed through our [Anti Bullying Policy](#) and in some circumstances could lead to a child protection referral. Tutors and keyworkers will work with individual young people who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the procedures taken are ineffective the Safeguarding Team will consider implementing child protection procedures. Staff who allow or condone bullying may face disciplinary proceedings under the child protection procedures. This includes cyber, racist, homophobic and gender related bullying.

d) Sexual violence and harassment Sexual assault occurs when someone sexually touches someone else intentionally without consent. Sexual harassment is unwanted conduct of a sexual nature which can occur online or face to face.

Any allegations of such incidents will be taken seriously and we will consider both the child protection procedures and a report to the police.

We will take great care to support young people who may have been victims of such abuse, and consider any on-going risk to the young person, other young people and for the alleged perpetrator themselves.

Further guidance can be found [here](#)

e) Peer on peer/child on child abuse

Young people may be harmed by other young people. This is generally referred to as peer on peer/child on child abuse and can take many forms. This include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern a young person may have been sexually abused, the local authority and parents will be contacted and we will plan together how best to respond.

f) Racist Incidents

We acknowledge repeated racist incidents or a single serious incident may lead to consideration as a disciplinary matter and under Child Protection procedures. All racist incidents, including for example racist jokes, name-calling or excluding someone on the basis of race, will be taken seriously and must be reported to the Head.

g) Forced Marriages & so-called 'Honour- Based' Violence

Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family).

'Honour' based crime is intended to protect 'family honour' through violence, threats, insults or other acts around forced marriage, where a cross-cultural relationship is suspected, or where other 'taboos' are broken such as wearing of non-traditional clothes or attending events that violate a family or cultural 'norms'.

If staff become aware of either possibility it must be reported immediately to the Safeguarding Team or the Police.

h) Child Sexual Exploitation Child sexual

exploitation (CSE) is a form of sexual abuse that involves the manipulation and / or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The victims can be male or female. The manipulation or 'grooming' process involves befriending young people, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. While young people may believe they are in a loving relationship, no child under the

age of 18 can ever consent to being abused or exploited. CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff must be aware of the indicators of sexual exploitation and all concerns reported immediately to the Safeguarding Team. Further advice is available from the [Borough CSE lead](#).

i) **Female Genital Mutilation** Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to health. The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child. Staff who become aware that this may be planned or has happened for any young women living in the home must inform the Safeguarding Team immediately for specific advice from the Police. eLearning is also available [here](#). Further advice is available in the [Borough safeguarding team](#).

j) **Trafficking and exploitation**

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are very different but both constitute serious violence. In human smuggling, immigrants and asylum seekers pay people to help them enter the country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

Young people are a special case, any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for young people to give informed consent.

Even when a child understands what has happened they may still appear to submit willingly, to what they believe to be the will of their parents. Any concerns about trafficking and exploitation must be reported to the Safeguarding Team immediately. For more information on Child Criminal Exploitation go to The Safeguarding Network's resource page [Child Criminal Exploitation](#).

k) **County lines**

This usually refers to urban drug dealers using a mobile phone number to establish new markets often in coastal or market towns. Young people without a criminal profile may be recruited as 'runners' for the drugs.

We are aware of this issue and if young people go missing for periods of time, have unexplained money, or are associating with people involved with drugs, we consider this as a potential issue. Where we have reason to be concerned we will follow our safeguarding procedures, speaking to parents and contacting the police and children's services.

l) **Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *Foster hatred which might lead to intercommunity violence in the UK.*

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Young people may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital our staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low selfesteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the young person’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need** – young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Radicalisation

In order to reduce the risks of young people being radicalised we have:

- Ensured the Designated Safeguarding lead, deputy and other staff complete antiradicalisation training;
- maintained and applied a good understanding of the relevant guidance in relation to preventing young people from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raised awareness about our role and responsibilities in relation to protecting young people from radicalisation and involvement in terrorism;
- raised awareness about the safeguarding processes relating to protecting young people from radicalisation and involvement in terrorism;
- appointed the Designated Safeguarding Lead and Prevent officer (Kelly Gray) as the first point of contact for case discussions relating to young people who may be at risk of radicalisation or involved in terrorism;
- collated relevant information from referrals of vulnerable young people into the Channel process;
- ensured the Designated Safeguarding Lead (or designate) could attend Channel meetings as necessary and carry out any actions as agreed;
- ensured that progress on actions would be reported to the Channel Co-ordinator; and
- shared any relevant additional information in a timely manner.

Further advice can be sought from the local authority's [Prevent Schools & Colleges Officer](#).

n) Online or internet use and sexting

Young people are increasingly using mobiles phones, tablets and computers on a daily basis. Our policy states they may not be used in school time. While mobile devices are a source of fun, entertainment, communication and education we know that some adults and young people will use these technologies to harm young people. The harm might range from hurtful and abusive texts and e-mails, to enticing young people to engage in sexually harmful conversations, webcam photography or face-face meetings. Our e-safety policy explains how we try to keep young people safe in the home. Cyber bullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying procedure. "Chatrooms" and social networking sites are the more obvious sources of inappropriate and harmful behaviour and young people cannot access these on our IT system. We will work with young people on how to maintain their own safety and how to ask for help if they are concerned about what they see on line. Some young people will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their young people safe.

The staff Code of Conduct provides further advice and guidance regarding the use of social networking and electronic communication with young people in our care.

The DfE has published [Teaching Online Safety in Schools](#). As per this guide, we must report any and all online safety concerns regarding the children. See also Jacques Prévert 's School Behaviour and Bullying Policies.

Pupils should be just as clear about what is expected of them online as offline.

n) Photography and images

The vast majority of people who take or view photographs or videos of young people do so for entirely innocent, understandable and acceptable reasons. We know some people abuse young people through taking or using images, so we must ensure that the following safeguards are in place:

While parents are permitted to bring in a camera to events, no staff member should use their personal equipment to take photographs of young people. The school provides equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy they should contact the Head. To protect young people we need to:

- a) seek their consent for photographs to be taken or published (for example, on our website or in the newspapers or other publications).
- b) seek parental consent.
- c) use only the child's first name with the image.
- d) ensure that the child is appropriately dressed.
- e) encourage young people to tell us if they are worried about any photographs that are taken of them.

Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality and relationships should be an age-appropriate topic in the home, and include what to do if young people are worried about an image they see.

o) Private Fostering

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian or person with parental responsibility. Close relatives include parents, step-parents, aunts, uncles and grandparents. This could include, for example, children whose immediate family still live in France

By law, [the local authority](#) must be told about all private fostering situations. The child's parents, private foster carer and anyone else (including the school) involved in the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person and ensure advice, help and support is available when needed.

p) Body Shape

Young people come under increasing pressure to conform to so-called ideals by peers, adults, sometimes parents, the mass media, through social media and through their own view of themselves. [Research](#) shows more than half of young people worry about the way they look, and this can lead to withdrawal, isolation, emotional and at its extremes serious physical harm. We work assertively to tackle these values, support individuality and encourage young people to work together to present a positive and healthy view of body shape.

q) Pupil safety within the school

If a child goes missing during a class movement within the school premises, the teacher or adult in charge alerts the school office immediately and the maximum number of available adults is mobilised to locate the child. If necessary, a general announcement is made through the class telephone loudspeaker function to contact all the teachers.

Parents must be notified about this without delay and always on the same day.

r) Children missing from education

We take a proactive approach to keeping children safe. We are responsible for children and young people during their time with us and will ensure we know where they are at all times. Where a young person is not where they are expected to be we will take prompt action to ensure they are safe, or to make contact with parents, carers or other agencies as necessary.

The timescales below are indicative. Where there are reasons to have particular concerns for a child, for example they have a history of going missing, we will agree shorter time periods with parents or carers. If at any point we are concerned that a child might be at risk we will contact the Police on 999 immediately.

We request three telephone numbers for young people and their permanent address. We also make a note about the child's travel arrangements when they enrol. If the young person has a mobile phone number (allowed for CM2 pupils with parental agreement) this will be requested as well. These numbers will be checked annually with families. For young people under 6 parents are asked who will be responsible for collecting their child and no other person will be allowed to do this without the express agreement of the parent.

Before registration

Parents and carers must let us know if there is a reason for non-attendance. They must keep us informed of changes to arrangements.

If a young person has not arrived within **15 minutes** of registration, we will make contact with parents or carers using each of the telephone numbers until we have spoken to someone directly.

If we have not been able to speak directly to someone within **1 hour**, DSL will be notified and we will attempt to visit the family home to make contact.

If we are still unable to make contact, we will telephone the Police on 101 to report the child as missing and share any information with them as necessary to keep the child safe.

After registration

Lessons are planned to ensure young people are safe at all times and that a member of staff has responsibility for each child.

If a child is not where they are expected to be within **15 minutes** the member of staff will take steps to find them, for example asking another student to look for them.

If the young person has not been found within a further **15 minutes** the DSL will be notified and take responsibility for finding the child. They will take steps including a search of the site and make telephone contact with parents or carers. The designated lead will maintain hourly contact with the parents or carers until the young person is found. If parents or carers cannot be contacted the Police should be alerted within **1 hour of the young person going missing**.

Again, if there is any reason to be concerned for the young person, such as their age, understanding, or if they were particularly distressed or upset then the Police should be alerted immediately and the DSL advised.

Young people not collected

If no contact has been made by parents or carers and young people have not been collected within **15 minutes** of the agreed time we will attempt to make contact with them. If no contact has been made after **1 hour** we will follow the safeguarding referral process and contact Children's Services for advice.

After School Clubs Run by the APEEF

For procedures regarding registration and children going missing during clubs. There are specific systems in place to ensure children stay safe before, during and after their clubs.

t) Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Staff will refer to the age appropriate guide to support children [5-11-year olds](#), explaining each step of the process and support and special measures that are available.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children so staff are encouraged to use an [online child arrangements information tool](#) with clear and concise information on the dispute resolution service launched by the Ministry of Justice.

t) Children with family members in prison

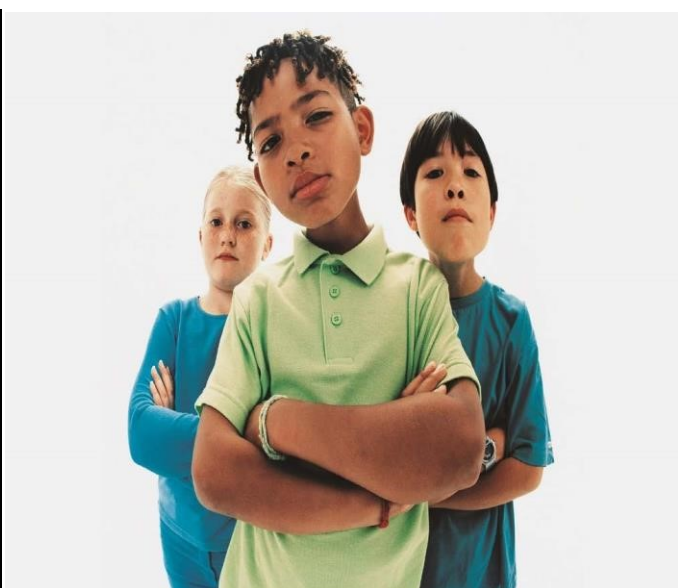
If a child has a parent sent to prison, this child could be at risk of a number of difficulties including poverty, stigma, isolation and poor mental health. We should consider extra pastoral support in such a situation. Staff can get support from [NICCO](#) which provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

u) Information sharing

When the child leaves the school the receiving school should now ensure their DSL and SENCO are aware of the requirement to transfer a child protection file. The DSL of the transferring school should also consider if it would be appropriate to share information with the new school in advance of the pupil leaving.

v) Relationships, sex and health education

We aim to ensure that the children are equipped with the emotional intelligence and language so that they are able to talk about concerns they may have at home and in school. Work is done within the curriculum, taught both in French and in English, to foster children who are happy and safe, who are able to build and maintain healthy, positive relationships in school and beyond. For full details of the curriculum for Cycle 3, see <https://eduscol.education.fr/pid34150/cycle-3ecole-elementaire-college.html>



Appendix B – The Designated Safeguarding Lead

The Board will ensure there is a suitably qualified and trained Designated Safeguarding Lead (DSL), with Deputies trained to the same level. The following responsibilities form part of the DSL's and Deputy DSL's Job Descriptions. The DSL will:

- Ensure safeguarding children is a central ethos in the school
- Ensure all staff are familiar with the Safeguarding Children policy and Keeping Children Safe in Education 2020.
- Ensure all staff have developed skills and knowledge to identify and report abuse, including allegations of abuse against staff.
- Be the first point of contact for any member of staff worried about a child and provide advice and support to resolve that concern. The DSL will ensure they or a Deputy is available to staff during school hours and for any out of hours/out of term activities.
- Maintain oversight and hold ultimate lead responsibility for any concern about a child, including children requiring early help or child protection. This will include managing referrals by ensuring the DSL or a deputy is allocated to any child referred to children's services (including children in care). This person will keep the DSL up to date, communicate all significant information and provide reports to other agencies and attend all relevant meetings for that child.
- Keep accurate and secure child protection records and send these securely on to any new schools (separately from the main file), in line with Keeping Children Safe in Education 2020.
- Refer cases as necessary to other agencies, including the Channel programme where there is a concern about radicalisation, the Police where a crime may have been committed and the Disclosure & Barring Service
- The DSL will liaise closely about any ongoing enquiries, police investigations or concern for children.
- Ensure the Safeguarding Children policy is reviewed at least annually, is available publicly and that parents are aware of the role of the school in safeguarding children including referral to other agencies
- Receive relevant training in role at least every two years and Prevent awareness training. The DSL must seek out additional learning opportunities to ensure their knowledge and skills are refreshed and they are aware of any change in requirements, including through the local safeguarding children board.

The role of the DSL

Following the Children in Need review, which identified the poor outcomes of children who need a social worker, the DfE noted the important role of DSLs in promoting children's welfare, and proposed increasing their training and involvement around supporting this group of children.

KCSIE 2020 has expanded the remit of the DSL role. Annex B states that DSLs should:

“help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.”

The DSL must be engaged with and coordinate teachers, members of the leadership team and local authorities (as well as any other relevant statutory agencies) to link up safeguarding and academic support for pupils, in particular those identified as having increased risk or in need of additional support. Jacques Prévert ensures the DSL and the wider school to has the resources and capacity to provide the right help for this group of children.

The DSL should work to promote educational outcomes, and consider what resources, systems, training, and support should be put in place to facilitate this including providing training and reviewing current systems for reporting and monitoring children's progress, both within the school and with relevant external agencies, as appropriate. The DSL should liaise with relevant contacts, such as the Local Authority Designated Officer (LADO) and children's services.

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

In addition to the formal training set out above, their knowledge and skills should be refreshed (e.g. via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Appendix C - Other relevant legislation

Working together to safeguard children- A guide to inter-agency working to safeguard and promote the welfare of children March 2015 (amended 2018). Misuse of Drugs Act 1971 Keeping

Children Safe in Education, DfE, September 2019 Safeguarding Children and Young People from Sexual Exploitation, DfE Sexual violence and sexual harassment between children in schools and colleges, DfE, May 2018 Preventing and tackling bullying, DfE, July 2017

SEND Code of Conduct, DfE, January 2015

Guidance for Safer Working Practice for Adults who Work with Children and Young People Revised Safeguarding Children and Safer

Recruitment in Education", DCSF Guidance February 2014 Children missing education Statutory guidance for local authorities, DfE September 2016 Framework for the Assessment of

Children in Need and their Families

What To Do If You Are Worried A Child Is Being Abused" 2003 –revised 2007'

What to do if you're worried a child is being abused Advice for practitioner, DfE, March 2015

The Equality Act 2010 Safeguarding children who may have been trafficked, HMG, 2011 Protecting vulnerable people from being drawn into terrorism, DfE

Guidance on Private Fostering, DfE

Children Act 1989

Human Rights Act 1998 UN Convention for Rights of the Child 1991

Data Protection Act 2018 GDPR May 2018

Sexual Offences Act 2003

Children Act 2004

Education Act 2002

Protection of Freedom Act 2012 CounterTerrorism and Security Act 2015.

Female Genital Mutilation Act 2003

Serious Crime Act 2015

Malicious Communications Act 1988 Communications Act 2003 Public Order Act 1986.

Local Safeguarding Children Board Procedures (LSCB).

The Modern Slavery Act 2015

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015

Changes in the Keeping Children Safe in Education 2020:

- Effective as of September 2020
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

There are some interesting changes to the document including:

Part 1:

The definition of safeguarding (p5)

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's *mental and physical* health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The removal of references to Contextual Safeguarding on p10 and replaced with references to extra familial harm.

A greater emphasis of children's mental health (p11)

Greater clarity on what staff should do if they have concerns about the behaviour of a member of staff (including supply staff) or volunteers for LADO concerns (p15) – (This is something that was already in the London Child Protection Chapter 7 Procedures – and something I have covered previously in level 1 safeguarding training).

Part 2:

A greater emphasis on teaching safeguarding, including PSHE and SRE from September 2020 (p25)

A new chapter on children who have a social worker (CIN and CP) p28 (including need for local authorities to notify schools where a child has a social worker). Paragraph 110 links you directly to this statement.

A new chapter on children requiring mental health support (p28). Paragraph 115 links you to further best practise guidance and resources for promoting mental health in schools.

Part 3:

In the chapter about private fostering, they've removed info from Annex A and instead included a link to DfE statutory guidance on private fostering for local authorities

Part 4:

On p56 they've updated the times when a school should contact the LADO service:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Annex Sections

- A range of updates to Annex A, including reference to Operation Encompass and peer on peer/child on child abuse is amended to include child on child abuse.
- Annex C with more useful links around online safety.